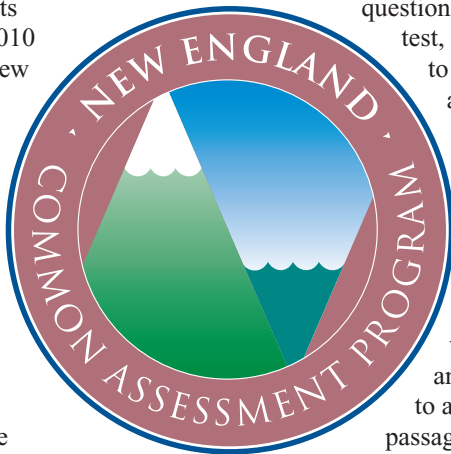


# About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 3 NECAP Tests

**Grade 2 Students in 2009-2010**

## School Results

**School:** Eight Corners Elementary School

**District:** Scarborough School Department

**Code:** 1149-1387



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 2 Students in 2009-2010

### Grade Level Summary Report

**School:** Eight Corners Elementary School  
**District:** Scarborough School Department  
**State:** Maine  
**Code:** 1149-1387

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				87	11	13	40	46	25	29	11	13	344	247	19	51	22	9	347	13,068	11	58	19	11	345
MATH				88	17	19	29	33	22	25	20	23	342	249	22	45	21	12	344	13,121	16	45	24	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 2 Students in 2009-2010

### Reading Results

**School:** Eight Corners Elementary School  
**District:** Scarborough School Department  
**State:** Maine  
**Code:** 1149-1387

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

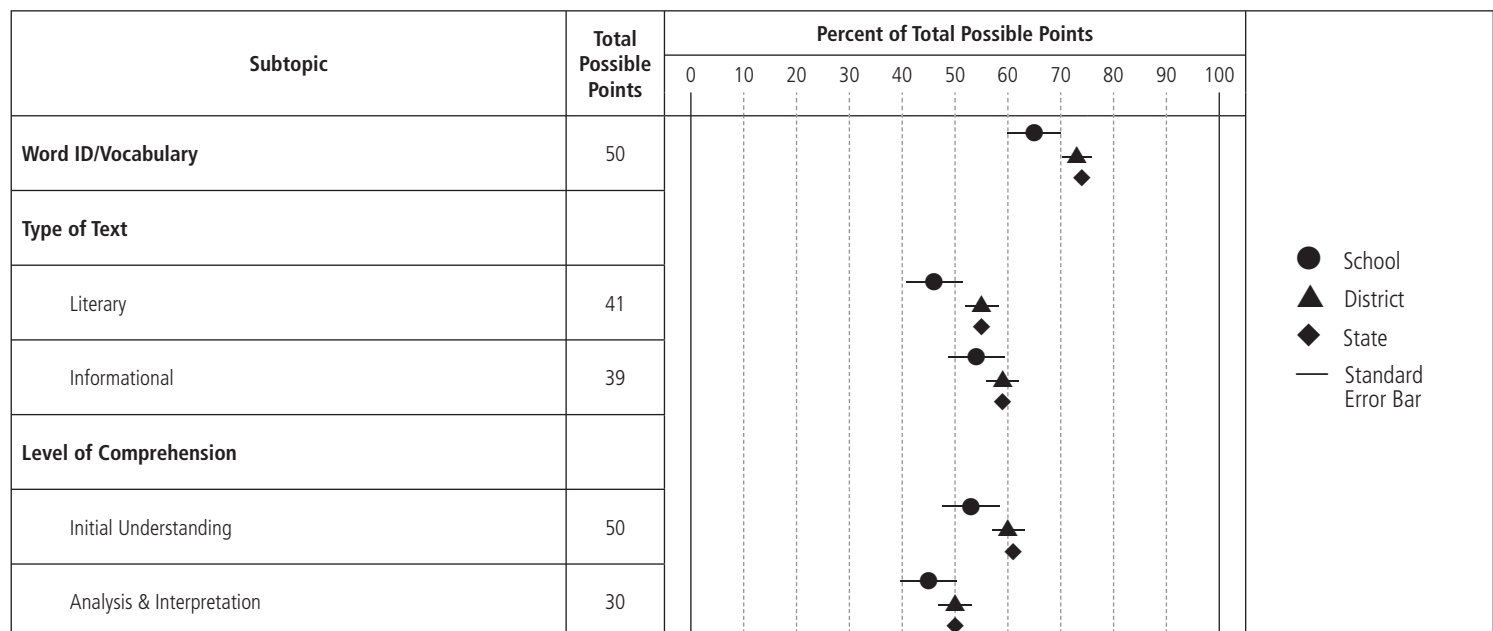
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				79 87	14 11	18 13	44 40	56 46	15 25	19 29	6 11	8 13	347 344
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				251 247	42 46	17 19	156 125	62 51	42 54	17 22	11 22	4 9	348 347
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				13,415 13,068	1,731 1,500	13 11	8,002 7,635	60 58	2,531 2,515	19 19	1,151 1,418	9 11	346 345





# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 2 Students in 2009-2010

### Disaggregated Reading Results

**School:** Eight Corners Elementary School  
**District:** Scarborough School Department  
**State:** Maine  
**Code:** 1149-1387

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				87	11	13	40	46	25	29	11	13	344	247	19	51	22	9	347	13,068	11	58	19	11	345
Gender																									
Male				42	5	12	20	48	12	29	5	12	344	126	14	49	27	10	345	6,636	8	58	21	13	343
Female				45	6	13	20	44	13	29	6	13	344	121	23	52	17	8	348	6,432	15	59	17	9	346
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						197	8	52	23	16	342
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						144	15	51	24	10	345
Asian				4										9						173	19	51	21	9	347
Black or African American				2										3						394	4	39	27	30	336
Native Hawaiian or Pacific Islander				0										1						13	8	46	46	0	343
White				81	9	11	37	46	24	30	11	14	343	233	18	52	21	8	347	12,025	12	59	19	10	345
Two or more races				0										0						122	6	60	21	13	342
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										12	25	25	33	17	342	364	4	35	33	28	336
Former LEP student - monitoring year 1				0										0						2					
Former LEP student - monitoring year 2				0										0						0					
All Other Students				83	9	11	38	46	25	30	11	13	343	235	18	52	21	9	347	12,702	12	59	19	10	345
IEP																									
Students with an IEP				7										24	0	21	29	50	333	1,934	2	30	30	38	334
All Other Students				80	11	14	38	48	24	30	7	9	345	223	21	54	21	4	348	11,134	13	63	17	6	347
SES																									
Economically Disadvantaged Students				27	2	7	9	33	12	44	4	15	341	50	4	50	34	12	342	6,047	6	52	25	17	341
All Other Students				60	9	15	31	52	13	22	7	12	346	197	22	51	19	8	348	7,021	16	64	14	6	348
Migrant																									
Migrant Students				0										0						2					
All Other Students				87	11	13	40	46	25	29	11	13	344	247	19	51	22	9	347	13,066	11	58	19	11	345
Title I																									
Students Receiving Title I Services				14	0	0	3	21	6	43	5	36	333	14	0	21	43	36	333	2,635	2	42	33	23	337
All Other Students				73	11	15	37	51	19	26	6	8	346	233	20	52	21	7	348	10,433	14	63	16	8	347
504 Plan																									
Students with a 504 Plan				2										2						169	12	61	20	7	345
All Other Students				85	11	13	40	47	24	28	10	12	344	245	19	51	22	9	347	12,899	11	58	19	11	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 2 Students in 2009-2010

# Mathematics Results

**School:** Eight Corners Elementary School  
**District:** Scarborough School Department  
**State:** Maine  
**Code:** 1149-1387

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

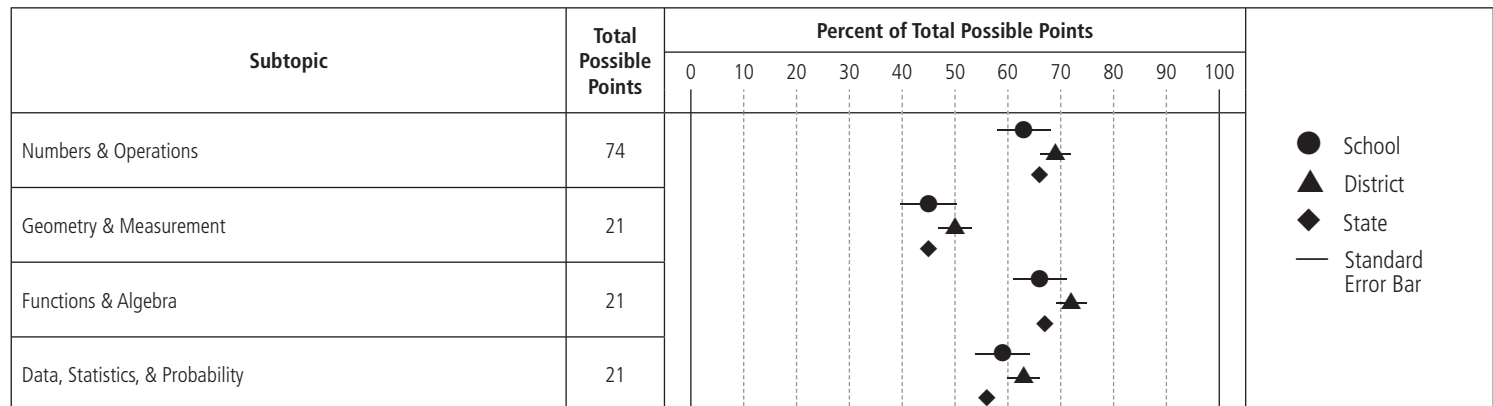
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				79 <b>88</b>	8 <b>17</b>	10 <b>19</b>	43 <b>29</b>	54 <b>33</b>	19 <b>22</b>	24 <b>25</b>	9 <b>20</b>	11 <b>23</b>	343 <b>342</b>
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				251 <b>249</b>	47 <b>55</b>	19 <b>22</b>	131 <b>111</b>	52 <b>45</b>	52 <b>53</b>	21 <b>21</b>	21 <b>30</b>	8 <b>12</b>	345 <b>344</b>
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				13,426 <b>13,121</b>	1,890 <b>2,108</b>	14 <b>16</b>	6,450 <b>5,962</b>	48 <b>45</b>	2,974 <b>3,100</b>	22 <b>24</b>	2,112 <b>1,951</b>	16 <b>15</b>	342 <b>343</b>





# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 2 Students in 2009-2010

# Disaggregated Mathematics Results

**School:** Eight Corners Elementary School  
**District:** Scarborough School Department  
**State:** Maine  
**Code:** 1149-1387

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				88	17	19	29	33	22	25	20	23	342	249	22	45	21	12	344	13,121	16	45	24	15	343
Gender																									
Male				42	10	24	15	36	11	26	6	14	343	127	22	49	20	9	345	6,667	17	47	22	14	343
Female				46	7	15	14	30	11	24	14	30	340	122	22	40	23	15	344	6,454	15	44	25	16	342
Not Reported				0									0							0					
Race/Ethnicity																									
Hispanic or Latino				0									0							201	12	37	27	24	339
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									1							145	17	43	26	15	342
Asian				5									10	30	30	30	10	345	181	19	45	25	12	344	
Black or African American				2									3						412	2	28	30	40	333	
Native Hawaiian or Pacific Islander				0									1						13	8	54	23	15	342	
White				81	15	19	26	32	21	26	19	23	341	234	22	45	21	12	345	12,048	17	46	23	14	343
Two or more races				0									0							121	12	40	26	22	340
No Race/Ethnicity Reported				0									0							0					
LEP Status																									
Current LEP student				5									13	23	31	23	23	341	404	4	25	32	40	334	
Former LEP student - monitoring year 1				0									0						2						
Former LEP student - monitoring year 2				0									0						0						
All Other Students				83	15	18	27	33	21	25	20	24	341	236	22	45	21	11	345	12,715	16	46	23	14	343
IEP																									
Students with an IEP				7									25	8	24	28	40	334	1,954	5	28	29	38	335	
All Other Students				81	17	21	27	33	21	26	16	20	343	224	24	47	21	9	345	11,167	18	49	23	11	344
SES																									
Economically Disadvantaged Students				27	4	15	7	26	6	22	10	37	339	50	12	42	22	24	341	6,091	8	40	30	22	339
All Other Students				61	13	21	22	36	16	26	10	16	343	199	25	45	21	9	345	7,030	23	50	19	9	346
Migrant																									
Migrant Students				0									0							2					
All Other Students				88	17	19	29	33	22	25	20	23	342	249	22	45	21	12	344	13,119	16	45	24	15	343
Title I																									
Students Receiving Title I Services				14	0	0	3	21	7	50	4	29	336	14	0	21	50	29	336	2,645	4	34	35	28	337
All Other Students				74	17	23	26	35	15	20	16	22	343	235	23	46	20	11	345	10,476	19	48	21	12	344
504 Plan																									
Students with a 504 Plan				2									2							169	12	46	27	15	342
All Other Students				86	17	20	29	34	21	24	19	22	342	247	22	45	21	12	344	12,952	16	45	24	15	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.